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Course Profiles

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Course Profile

The Writer's Craft

Grade 12
College Preparation
EWC4C

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• *for teachers by teachers*

This sample course of study was prepared for teachers to use in meeting local classroom needs, as appropriate. This is not a mandated approach to the teaching of the course. It may be used in its entirety, in part, or adapted.

Spring 2002

BED-5186 OHEC

Course Profiles are professional development materials designed to help teachers implement the new Grade 12 secondary school curriculum. These materials were created by writing partnerships of school boards and subject associations. The development of these resources was funded by the Ontario Ministry of Education. This document reflects the views of the developers and not necessarily those of the Ministry. Permission is given to reproduce these materials for any purpose except profit. Teachers are also encouraged to amend, revise, edit, cut, paste, and otherwise adapt this material for educational purposes.

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Acknowledgments

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Course Overview
The Writer's Craft, EWC4C, Grade 12, College Preparation

Policy Document: *The Ontario Curriculum, Grades 11 and 12, English, 2000.*
Prerequisite: English, Grade 11, College Preparation

Course Description

This course emphasizes knowledge and skills related to the craft of writing. Students will investigate models of effective writing; use a workshop approach to write a variety of works; and make considered decisions for improving the quality of their writing. They will also complete a creative or analytical independent study project and investigate opportunities for publication and for writing careers.

How This Course Supports the Ontario Catholic School Graduate Expectations

One of the primary goals of Catholic education is to graduate young men and women who are effective communicators. This course emphasizes the need to read, understand, and use written materials effectively, and then challenges students to present information and ideas clearly and honestly with sensitivity to others. In finding their own writer's voice, students must examine their belief systems and recognize that one's own faith is present in all aspects of life and is infused in that which we create, whether written or otherwise. In addition, students are encouraged to become reflective and creative thinkers who recognize that the vocation of writing is an act of hope as evidenced in the earliest Gospels of our Lord. Students are required to work effectively as interdependent team members, and through their independent study, must demonstrate the ability to be self-directed, responsible learners. Although students should demonstrate Catholic Graduate Expectations in their daily interactions with their peers and teachers, their writing should demonstrate an understanding that the journey of life is one that constantly calls on us to live our faith as witnesses in Christ.

Course Notes

- EWC4C is intended to prepare college-bound students who are considering pursuing careers that require effective language skills.
- Teaching/Learning Strategies emphasize concrete application of theoretical material and emphasize the development of writing styles for various methods of communication.
- The Course Profile is designed so that students learn the essential conventions of the craft of writing in Unit 1 and then apply these skills in the following units. The Writer's Toolbox unit must be taught first.
- Although each unit has suggestions for a variety of activities, teachers make selections based on the needs of their class in order to ensure adequate development of insight, writing skill, and writing knowledge.
- If activities are eliminated in order to permit more time to be spent on a particular activity within a unit, teachers must ensure that the course expectations indicated for that particular activity are met elsewhere in the course.
- The purpose of the course is to lead students to an extensive understanding of the craft of writing as well as provide them with the opportunity to practise the craft. Thus, it is expected that teachers focus on specific genres as opposed to providing a cursory overview of all genres within each unit.
- Students benefit greatly from interaction with actual writers; therefore, teachers should arrange for a visit from a guest speaker at least once during the course of the semester.
- Students are encouraged to attend author readings in their community.

- If possible, the teacher should arrange access to computers for the preparation of manuscripts and for the purpose of applying desktop publishing techniques in order to polish pieces of work.
- The teacher should encourage students to participate in writing contests.
- As a class project, students prepare a school newsletter.
- The classroom should be set up as a workshop with areas for writing, editing, conferencing, etc.
- A variety of resources on writing should be available to students in the classroom.
- Students must be instructed to accept "no comment" as a valid answer to any questions on questionnaires and surveys, and to respect that people may choose not to respond at all.
- Teachers should be sensitive to the personal nature of the experience and support students in avoiding disclosure and discussion of sensitive issues.

Units: Titles and Time

Unit 1	The Writer's Toolbox	15 hours
Unit 2	Writing for Oneself	15 hours
* Unit 3	Writing to Entertain	30 hours
Unit 4	Writing for the Media	20 hours
Unit 5	Writing to Inform	10 hours
Unit 6	Publishing and Careers	5 hours
Unit 7	Culminating Activity/Independent Study	15 hours

* This unit is fully developed in this Course Profile.

Unit Overviews

Unit 1: The Writer's Toolbox

Time: 15 hours

Unit Description

Students are introduced to the stages of the writing process and the basic elements of the craft of writing. Students are expected to practise skills learned in this unit throughout each of the subsequent units. The unit begins with a Socratic lesson on the general principles of writing. Students explore several strategies of prewriting as they journey through the stages of the writing process and model the traits of writing as they work towards the goal of publishing a piece of writing and creating a writer's portfolio. Throughout the unit, students have the opportunity to examine written works at various stages of the writing process and to read authors' reflections on that process. Students explore their inner voice in both a writer's diary and as they attempt to model writing strategies studied in search of their own personal style. In finding their own writer's voice, students must examine their belief systems and recognize that one's own faith is present in all aspects of life and is infused in that which we create, whether written or otherwise. The craft of writing is presented as a shared experience that culminates in the publication of student writing. Students are introduced to publication procedures which facilitate the production of culminating activities in subsequent units.

Unit Overview Chart

Cluster	Learning Expectations	Assessment Categories	Focus
1.1	IWV.01, PWV.02, IW1.01, .02, .03, PW2.03 CGE 2c	Knowledge/ Understanding Thinking/ Inquiry	General principles of writing: • Artistic unity • Sympathy and judgement • Tone • Imagery • Cohesion
1.2	IWV.01, IWV.02, PWV.01, IW1.01, PW1.01, .02, .03 CGE 1e	Knowledge/ Understanding Communication	Prewriting: • Writer's diary • Direct observation • Free writing • Plot mapping • Character development • Brainstorming • Clustering • Listing • Fictionalizing
1.3	IWV.01, PWV.01, PWV.02, IW1.01, PW1.01, .02, .03, .10, PW2.02 CGE 5a	Communication Application	Conferencing/Sharing: • Sharing with partners • Peer review • Noting strengths and weaknesses • Teacher conferencing

1.4	IWV.01, PWV.01,
	IW1.01, .02, .03,
	PW1.01, .02, .03, .05, .06
	CGE 2c
		Thinking/ Inquiry
		Communication
		Application
			Drafting and Writing:
			• Developing a personal style
			• Showing, not telling
			• Six traits of writing
			  • Ideas
			  • Organization
			  • Voice
			  • Word choice
			  • Sentence fluency
			  • Conventions

1.5	IWV.01, PWV.01, PWV.02, IW1.01, .02, .03, PW1.01, .02, .03, .05, .06, .07, .08, PW2.01, .02, .04 CGE 5a	Knowledge/ Understanding Communication	Revising/Proofreading and Editing: • Sentence combining • Reordering • Reading for purpose • Mechanics of writing • Editing symbols

Cluster	Learning Expectations	Assessment Categories	Focus
1.6	IWV.02, PWV.01, PWV.02, PW1.09, PW2.03 CGE 1g, 4g, 5b	Communication Application	Publishing: • Writer's portfolio • Class anthologies • Yearbook submissions • Writing contests • Manuscript preparation • Submissions to publications

Unit 2: Writing for Oneself

Time: 15 hours

Unit Description

This unit gives students the opportunity for personal writing through a variety of forms ranging from biographies and personal profiles to anecdotes and essays. The unit encourages students to reflect on their own lives as they relate to common themes and universal experiences, and values expressed in literature and film. Furthermore, students consider the impact of point of view as they experiment with various narrative voices. Students use their Writer's Diary to explore the different forms of personal writing and select their most valued piece for publishing at the end of the unit. These forms are studied in order that students become reflective, creative thinkers who can deal with life issues in a Christ-like manner as outlined in the Ontario Catholic School Graduate Expectations.

Unit Synopsis Chart

Cluster	Learning Expectations	Assessment Categories	Focus
2.1	IWV.02, PWV.01, IW2.01, .02, PW1.01, .02, .05 CGE 4g	Thinking/ Inquiry	Writer's Diary (Integrated throughout the unit and course) • Students affirm their own voice by writing about their personal experiences as they connect to universal experiences and values evident in literature studied. • Students have the opportunity to free-write as a method of exploring ideas for future writing.
2.2	IWV.01, PWV.01, PWV.02, IW1.01, .02, PW1.05, .08, PW2.01 CGE 2c	Knowledge/ Understanding Communication	Autobiography and Biography • Students view autobiographies and biographies in film and written format. • In groups, students explore techniques used noting strengths and weaknesses. • Students produce either an autobiography or a biography making use of the writing process.

Cluster	Learning Expectations	Assessment Categories	Focus
2.3	IWV.01, PWV.01, PWV.02, IW1.01, .02, PW1.05, .08, PW1.08, PW2.01 CGE 2c	Knowledge/ Understanding Communication	Anecdotes and Adventurer's Notes of Voyages • Students examine professional models, e.g., *Sunshine Sketches of a Small Town* by Stephen Leacock; *Vinyl Café* by Stuart McLean; Dave Barry articles; *A Cook's Tour: In Search of the Perfect Meal* by Anthony Bourdain; and *Chicken Soup for the Traveler's Soul*. • Students conference about the elements of effective anecdotal and adventure writing. • Students write from direct observation conducted over a one-week period. • Students produce either an anecdote or an Adventurer's Log making use of the writing process.
2.4	IWV.01, PWV.01, IW1.01, .03, PW1.01, .04, .07 CGE 2c, 2d	Thinking/ Inquiry Communication Application	Personal Essay Writing • Students examine professional models of personal essays. • Class discusses the traits of writing as used in the models studied with emphasis on how each author maintains a consistent voice in this form. • Students write their own personal essay using the writing process. • Students engage in assessing the effectiveness of their written work and revise essays through the use of group feedback.
2.5	IWV.01, PWV.01, IW1.01, PW1.04, .05, .06 CGE 2e	Knowledge/ Understanding Thinking/ Inquiry	Poetry • Review poetry including: different forms, rhyme, character (voice), symbolism, and poetic devices. • Students write response journals to poems commenting on theme, mood, setting, and character. • Students examine classical poetry showing a variety of topics such as love, friendship, death, joy, and sorrow. • Students explore the personal emotions present in poetry. • Students explore the role of God in the events of life that are common in poetry, ranging from birth to love to death. • Students create a number of poems based on personal events in their lives (incorporate poetic devices, specifically the use of imagery to convey abstract ideas) and select one to be polished and published in a class anthology or entered in a writing contest.

Cluster	Learning Expectations	Assessment Categories	Focus
2.6	IWV.01, PWV.01, IW1.03, PW1.08, .09 CGE 3c, 3d, 3e, 3f, 5a, 5g	Communication Application	Culminating Activity • Students select one piece of writing from sections 2.2, 2.3, or 2.4 to be polished and placed in their writing portfolio along with their poem.

Unit 3: Writing to Entertain

Time: 30 hours

Unit Description

This unit allows students to explore the field of writing to entertain. Initially, students explore the conventions of several types of entertainment writing including short stories, plays, and children's stories. Other options for analysis include humorous articles and anecdotes. Rather than a cursory examination of a large variety of entertainment writing, teachers have the option of selecting from the options indicated within the various activities (when doing so be mindful that all course expectations are still being met).

Through the exploration of a variety of models, students analyse and describe the distinctive elements and conventions, and examine how techniques of vocabulary, voice, and style are used in these forms of writing to communicate effectively. As introduced in the Writer's Toolbox unit, artistic unity is an overriding principle of effective literature and is reinforced throughout this unit. Each area of focus contains a summative activity. Through the writing process, students produce several pieces, independently or in groups, in the various genres. Assessment of student's own work, and that of classmates, is an integral part of this unit. All writing activities should be evaluated for both process and product. Each area of focus contains a summative activity, which may be included in a portfolio and represent the culminating activity for the unit (an alternate culminating activity is included in Activity 3.4). Throughout the analysis and production of literature, students reflect on the content, using the eyes of a discerning believer in the Catholic faith community.

Unit Synopsis Chart

Activity	Learning Expectations	Assessment Categories	Task
3.1 Stories: The Art of Entertaining 10 hours	IWV.01, PWV.01, PWV.02, IW1.01, .02, .03 PW1.01, .02, .03, .04, .07, .08, .10, PW2.02 CGE 2e	Knowledge/ Understanding Thinking/ Inquiry Communication Application	• Individually, students read and analyse articles on the craft of writing short stories. • As a class, students examine in detail the introductions of several stories in order to determine what makes an introduction effective. • Students then read and critique several stories in their writer's diary. • In groups of four, students brainstorm an initial incident for a story and begin the process of plot mapping. Students conference with the teacher to ensure the plan leads to an effective story. • Then, in pairs, students write a short story based on the initial incident, choosing one of the paths determined in the plot mapping exercise. Alternately, students write a humorous article or anecdote alone or with a partner.

Activity	Learning Expectations	Assessment Categories	Task
3.2 Drama/ Plays: Entertaining Live Audiences 9 hours	IWV.01, PWV.01, PWV.02, IW1.01, .02 PW1.04, .05, .06, .07, .08, .10, PW2.04 CGE 2b, 2d, 2e, 4b, 4c, 4f, 5a	Knowledge/ Understanding Thinking/ Inquiry Communication Application	• The teacher lectures on the history and development of drama (with a brief explanation of major eras or forms, e.g., Greek tragedy, Theatre of the Absurd, etc.). • Individually, students read articles on the craft of writing plays (monologues may also be explored). • As a class, students identify the various conventions of dramatic writing through reading, analysing, and critiquing professional models. • In groups, students plan an entire play, but write only one scene of the play and indicate the remainder of the action through a synopsis. • Individually, students produce a monologue and are given the option of preparing it for dramatic presentation or of submitting it in written form.
3.3 Children's Literature: The Art of Writing for a Younger Audience 10 hours	IWV.01, PWV.01, PWV.02, IW1.01, .02, .03, PW1.02, .04, .05, .07, .09, PW2.04 CGE 1e, 4b, 4c, 6e	Knowledge/ Understanding Thinking/ Inquiry Communication Application	• The teacher leads a discussion of the theories of Bettelheim, Piaget, and Jung about child development. • Class analyses models of classic and contemporary children's stories. • In groups, students conduct classroom visits to a nearby elementary school in order to interview students regarding their interests, hobbies, concerns, etc. • In their group or individually, students then write a children's story using pseudonyms for the students interviewed and the information gathered in the in-class session. Students are cautioned to demonstrate sensitivity to others in this activity. • Students use desktop publishing skills to produce an actual text. • Students return to the classroom to read/present the story to the pupils and to gather feedback.
3.4 Culminating Activity 1 hour	IWV.01, PWV.01, PWV.02, IW1.01, .02, .03, PW1.01, .02, .03, .04, .07, .08, .10, PW2.02 CGE 2e	Knowledge/ Understanding Thinking/ Inquiry Communication Application	• Unit test or Portfolio

Unit 4: Writing for the Media

Time: 20 hours

Unit Description

Students learn about the features of print media that they are bombarded with every day. Through a process of deconstruction of existing media, students understand the design elements and purpose of each type. Explicit and implicit meanings within the media are discussed in light of Catholic Gospel values with an informed moral conscience. In their writer's diary, students reflect on ideologies and values that are present in media products. Through the examination of news writing across the various media, students compare the features that are emphasized due to the nature of each medium. Students analyse the differences between radio and television scripts. Students model these differences by creating short scripts through the writing process. The media unit concludes with the creation of a website or an electronic presentation.

Unit Synopsis Chart

Cluster	Learning Expectations	Assessment Categories	Focus
4.1	IWV.01, PWV.01, PWV.02, IW1.01, .02, .03, PW1.01, .04, .05, .06, .10, PW2.01, .03, .04 CGE 3d	Knowledge/ Understanding Thinking/ Inquiry	Construction through Deconstruction Purpose and Design • Socratic lesson introduces students to elements of design, and implicit messages as revealed through a study of hard sell and soft sell techniques and the Canadian Advertising Foundation's Guidelines. • Students respond to the lesson in their writer's diary. • Fliers, brochures, print ads, posters, and cartoons are deconstructed in a small group setting. • In pairs, students produce one media product studied that meets the Canadian Advertising Foundation Guidelines and reflects Catholic values.
4.2	IWV.01, PWV.01, PWV.02, IW1.01, .02, .03, PW1.01, .04, .05, .06, .10, PW2.01, .03, .04 CGE 2b	Knowledge/ Understanding Thinking/ Inquiry	News Writing across the Media • Students are introduced to the elements and techniques of various news-writing genres such as: newsletters, newspapers, magazines, photo essays, radio, television, and websites. • In groups, students examine professional models and explore a current news issue to be published using one of the news-writing genres studied.

Cluster	Learning Expectations	Assessment Categories	Focus
4.3	IWV.01, PWV.01, PWV.02, IW1.01, .02, .03, PW1.01, .04, .05, .06, .10, PW2.01, .03, .04 CGE 2c	Thinking/ Inquiry Communication	Radio and Television Script Writing • Students are introduced to radio and television script writing and shown the impact that the choice of medium has on content and presentation. • Script design, elements of dramatic writing, scene building, and conflict building are explored through discussion of technique and analysis of professional models. • In groups, students research a topic that is of concern to teenagers. • Students produce a script that presents the information and ideas clearly and honestly, and provides strategies for dealing with this concern in a manner that demonstrates sensitivity to others and is in keeping with Catholic values.
4.4	IWV.01 PWV.01 PWV.02 IW1.01, .02, .03 PW1.01, .04, .05, .06, .07, .09, .10 PW2.01, .03, .04 CGE 2e	Knowledge/ Understanding Communication Application	Desktop Publishing for Website Publication • Students explore website publishing including: design formatting, and the use of columns, pictures, and colour. • The teacher teaches a Socratic lesson on preparing an electronic presentation. • Using the research conducted in Activity 4.3, students create a Student Help website that includes their script and provides links to organizations for support or an electronic presentation that presents their script in a storyboard format.

Unit 5: Writing to Inform

Time: 10 hours

Unit Description

This unit allows students to gain an understanding of the use of reports and essays for informational purposes. Students recognize the technical aspects of writing for a specific purpose and audience (with the use of specialized vocabulary and style) as they pertain to reports and essays. The technical elements are conveyed through content focusing on social justice issues within the world and smaller communities. Students research and reflect on these issues in light of Catholic values.

Unit Synopsis Chart

Cluster	Learning Expectations	Assessment Categories	Focus
5.1	IWV.01, IWV.02, PWV.01, IW1.02, .03, IW2.02, PW1.01 CGE 7f	Knowledge/ Understanding Thinking/ Inquiry	Informational Essays • In the format of a literature circle, students are exposed to a selection of essays from around the world. • Class discusses the traits of writing as demonstrated in literature throughout the world. • Class analyses of techniques used in writing both factual and emotional-based appeals. • Students respond to the literature circle experience in their writer's diary.
5.2	PWV.01, PW1.01, .02 CGE 1c, 1d, 2c	Thinking/ Inquiry Application	• Read Scripture verses on the poor and vulnerable (see Matthew 19:20-22, 25: 34-40; Luke 12:15, 16: 19-31). • Read a number of essays or reports on social justice issues including poverty and homelessness in their community. • Select one topic in this area and hold a classroom debate or discussion that considers how, as a community or a society, we are, or are not, following our Catholic beliefs. • Students compose a writer's diary entry in response to the debate or discussion.
5.3	PWV.01, PW1.04, .06 CGE 2a, 3f	Communication Application	• Using the writing process introduced in the Writer's Toolbox unit, students compose an essay on social justice in their society. The essay may be based on a quotation. For example: "We can measure the decency and social justice of any society by the way they treat their most poor and vulnerable." In a 750-word essay, students apply this quotation to our society. • Content should be consistent with the appeal and voice selected.
5.4	IWV.01, PWV.01, IW1.01, .02, PW1.02, .04 CGE 7g	Knowledge/ Understanding Communication	Introduce a number of reports (including newspaper reports) for student reading. • Differences between an essay and a report (purpose of specialized vocabulary and plain language style in reports and the use of repeated parallel structure to convey ideas clearly) are introduced. • Students select a personal hero and research his/her life. Students write a factual report on this person and demonstrate how he/she "lives" a Bible story.
5.5	PWV.01, PW1.09 CGE 5g	Communication Application	Culminating Activity • Students polish the report created in Activity 5.4 and include in writing portfolio. • Students use pictures and desktop publishing techniques to make publication attractive.

Unit 6: Publishing and Careers

Time: 5 hours

Unit Description

Students examine the vocation of writing, and demonstrate an understanding of how various writers think about and practise the craft of writing and develop an understanding that one's purpose or call in life comes from God. Students initially summarize interviews with and articles by a variety of writers about the craft and practice of writing. While doing so, students analyse selected works and articles by writers from around the world to compare their practices and beliefs about writing. To this end, the use of guest speakers/writers is strongly encouraged. Students are encouraged to attend readings by authors. Students are also encouraged to chat with authors electronically on the Internet in a supervised setting. Then, students conduct research to learn about a variety of careers in writing and communications and the skills needed to pursue them. Finally, students demonstrate an understanding of the writing skills and knowledge required for success in various college programs and careers through a report on the opportunities for publication for particular forms of writing and various college programs which foster these opportunities. This requires that students think critically about the meaning and purpose of work and demonstrate understanding that one finds meaning, dignity, fulfillment, and vocation in work, which contributes to the common good.

Unit Synopsis Chart

Cluster	Learning Expectations	Assessment Categories	Focus
6.1	IWV.02, IW2.01, .02 CGE 1g, 1h, 7f	Thinking/ Inquiry Communication	Writers on writing • Students brainstorm the pros and cons of the vocation of writing and possible careers in communications. • Students read and summarize articles by a variety of writers on the craft and practice of writing. • Students chat with authors online and attend author readings when possible. Students record anecdotal reports in their writer's diary. • Class discussion based on student exploration.
6.2	IWV.02, IW2.03 CGE 5a, 5b	Knowledge/ Understanding Thinking/ Inquiry	Careers in publishing • In groups, students research careers in writing and communications and the skills needed to pursue them. • Students interview an editor of an on-line magazine. • College programs that have a writing focus should be researched.
6.3	IWV.01, PWV.02, IWV.02, PW2.03 CGE 4e, 4g	Communication Application	Personal Preferences in the Career Market Place • Students produce a report on their preferential career option and educational programs that will allow them to meet their goals.

Unit 7: Culminating Activity/Independent Study

Time: 15 hours

Unit Description

The culminating activity requires students to research the conventions of a particular genre of writing. Students then analyse the connections between the content and the style and structure of various literary works as models of the chosen genre to determine the characteristics of effective writing in that genre. Finally, using the writing process and techniques introduced in the Writer's Toolbox, students format a major piece of original writing in that genre as an independent study project; that is, each student produces a clear, effective publication and prepares it for distribution to a wider audience. The assessment of the independent study should reflect both the process involved and the quality of the final product. In their original writing, students demonstrate their ability to be effective communicators and self-directed learners and thinkers who make decisions in light of Gospel values with an informed moral conscience.

Unit Synopsis Chart

Cluster	Learning Expectations	Assessment Categories	Focus
7.1	IWV.01 IW1.02 CGE 2b	Knowledge/ Understanding Thinking/Inquiry	Conventions, Conventions!! • Students select one particular genre of writing, which they wish to explore in great detail. • Students then research the conventions of that particular genre. • Students may also draw on knowledge gained in earlier units of study. • In their writer's diary, students outline the process of writing as they complete their independent study, commenting on their research findings and progress.
7.2	IWV.01 CGE 3e	Thinking/ Inquiry Application	Analysing Models • Students select several models of writing in the chosen genre. • After conducting an analysis of the elements that make the writing effective or ineffective, students develop a writing plan, which demonstrates insights gained in their analysis and throughout the course.
7.3	IWV.01 PWV.01 PWV.02 IW1.03 PW1.03, .09 PW2.02, .04 CGE 2d, 5g	Communication Application	My Own Writer's Voice • Students write their final creative product in their chosen genre, ensuring that it adheres to the requirements of a manuscript being sent for publication as discussed in the Writer's Toolbox. • Students should use desktop publishing skills to enhance their final product. • Students then present their work to the class in an appropriate manner, e.g., through an oral reading, a dramatization, etc.

Teaching/Learning Strategies

- Reading – individual, whole group, and small group
- Brainstorming – discussion, concept mapping
- Researching – print and electronic resources
- Editing – peer and self
- Written responses
- Lecture/teacher-led discussion
- Personal reflection
- Group work
- Interviewing
- Viewing/listening/critiquing
- Author readings

Assessment & Evaluation of Student Achievement

The primary purpose of assessment and evaluation is to improve student learning. College preparation courses are designed to equip students with the knowledge and skills they need to meet the entrance requirements for college programs. Information gathered through assessment helps the teacher to determine students' strengths and weaknesses in their achievement of the curriculum expectations in this course. Assessment and evaluation will be based on the provincial curriculum expectations and the achievement levels.

In order to ensure that assessment and evaluation are valid, reliable, and equitable, and that they lead to the improvement of student learning, the teacher should use assessment and evaluation strategies that:

- address both what students learn and how well they learn;
- are based on both the categories and descriptors of the Achievement Chart;
- are varied in nature, administered over a period of time, and designed to provide opportunities for students to demonstrate the full range of their learning;
- are fair to all students;
- accommodate the needs of exceptional students, are consistent with the strategies outlined in the Individual Education Plans (IEPs), and take into consideration the goals outlined in students' Annual Education Plan;
- ensure that each student is given clear directions for improvement;
- include the use of samples of students' work that provide evidence of their achievement;
- are communicated clearly to students and parents at the beginning of the course and at other appropriate points throughout the course.

Assessment Strategies

Reflection/Conferencing

- Response journals
- Student/teacher conferences
- Writer's Diary
- Peer conferences

Performance Assessment

- Oral presentations
- Reports
- Essays, short stories, scripts, media products

Assessment Tools include:

- Rubrics
- Checklists
- Rating Scales

Anecdotal comments with suggestions for improvement

Seventy percent of the grade will be based on assessments and evaluations conducted throughout the course. Thirty percent of the grade will be based on a final evaluation in the form of an examination, performance, essay, and/or other methods of evaluation.

Ongoing Assessment and Evaluation (70%)	
Knowledge/Understanding • Tests* • Written Products • Quizzes • Presentations	**Thinking/Inquiry** • Tests* • Written Products • Presentations • Group Discussion • Projects
Application • Written Products • Oral Presentations • Projects • Tests*	**Communication** • Written Products • Class Anthology • Tests* • Oral Presentations • Projects • Group Discussion
* Tests may involve a wide range of questions and tasks and can be one valid form of assessment in each category.	
Final Evaluation (30 %)	
Final Examination Culminating Activity	

Accommodations

Teachers should consult individual student IEPs for specific direction on accommodation for individuals. The following is a list of possible general accommodations for students:

- pairing with another student (mentor, tutor)
- providing scribe/NCR (non-carbon reproducible) paper
- providing supplementary texts where necessary
- providing audio/Braille of print resources
- providing students with extra time and alternative location(s) for the successful completion of tasks
- audio taping or oral assessment of pencil-and-paper tests and assignments
- breaking down assignments into smaller more manageable tasks
- providing students with appropriate frameworks to organize information and assignments
- providing summary sheets of skills and concepts learned
- locating students in the most suitable region of the room – dependent on visual or hearing acuity
- allowing the use of lap-top computers within the classroom
- simplifying the assignments to include critical material only

Resources

Units in this course profile make reference to the use of specific texts, magazines, films, videos, and websites. Teachers need to consult their board policies regarding use of any copyrighted material. Before reproducing materials for student use from printed publications, teachers need to ensure that their board has a Cancopy licence and that this licence covers the resources they wish to use. Before screening

videos/films with their students, teachers need to ensure that their board/school has obtained the appropriate public performance video cassette licence from an authorized distributor, e.g., Audio Cine Films Inc. Teachers are reminded that much of the material on the Internet is protected by copyright. The copyright is usually owned by the person or organization that created the work. Reproduction of any work or substantial part of any work on the Internet is not allowed without the permission of the owner.

Main Resources

Print

- Church documents
- Writing texts and resources
- Newspapers and magazines
- Dictionaries
- Bible

Software/Video

- Internet
- CD-ROM

Hardware

- Computers
- TV/VCR

Human

- Library staff, where available
- Chaplain
- Guest writers

Print

Bailey, Rick et al. *The Creative Writer's Craft:* Lessons in Poetry, Fiction and Drama. Lincolnwood, Illinois: NTC Publishing Group, 1999.

Barker-Sandbrook, Judith. *Thinking Through Your Writing Process.* Toronto: McGraw-Hill Ryerson Limited, 1989.

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Bourdain, Anthony. *A Cook's Tour: In Search of the Perfect Meal.* Raincoast Books. 2001.

Canfield, Jack, Mark Victor Hansen, and Steve Zikman. *Chicken Soup for the Traveler's Soul: 101 Stories Celebrating the Adventure and Spirit of Travel, at Home or Along the Way.* Heath Communications, 2002.

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Conrad, Ronald. *The Act of Writing: Canadian Essays for Composition,* 3rd ed. Toronto: McGraw-Hill Ryerson Limited, 1990.

Emra, Bruce. *Coming of Age: Short Stories About Youth and Adolescence.* Lincolnwood, Illinois: NTC Publishing Group, 1997.

Gater, Dilys. *How to Write a Play for the Amateur Stage.* London: Allison and Busby, 1990.

Haberman, Arthur and Fran Cohen, eds. *On the Edge: Literature and Imagination.* Toronto: Oxford University Press, 1993.

Hull, Raymond. *How to Write a Play.* Cincinatti, Ohio: Writer's Digest Books, 1983.

Jeroski, Sharon. *Tapestries: Short Stories from the Asian Pacific Rim.* Toronto: Nelson Canada, 1991.

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Kirkland, Glen and Richard Davies, eds. *Inside Stories for Senior Students.* Toronto: Harcourt, Brace, Jovanovich Canada, 1993.

Kooy, Mary and Jan Wells, *Reading Response Logs.* Markham, Ontario: Pembroke, 1996.

Leacock, Stephen. *Sunshine Sketches of a Little Town.* McClelland & Stewart, 1997.

Lester, James D. *Diverse Identities: Classic Multicultural Essays.* Lincolnwood, Illinois: NTC Publishing Group, 1996.

MacMillan, Ian. *Anatomy of Playwriting.*

McClymont, Christine. *Viewpoints: Reflections in Non-Fiction.* Toronto: Nelson, Canada, 1990.

McLean, Stuart. *Stories from the Vinyl Café.* Penguin Books Ltd, 1999.

Norton, Sarah and Brian Green. *Essay Essentials.* Toronto: Holt, Rinehart and Winston of Canada Ltd., 1997.

Packard, William. *The Art of the Playwright – Creating the Magic of Theatre.* New York: Paragon House Publishers, 1987.

Paustian, Shirley I. *Writing with Style.* Toronto: Oxford University Press,. 1986.

Piaget, Jean. *The Child's Conception of the World: A 20th-Century Classic of Child Psychology.* Littlefield Adams Quality Paperbacks, 1975.

Rolfe, Bary. *Commedia Dell'Arte: A Theme Study Book.* Berkley, California: Persona Books, 1992.

Rosemberg, Donna. *Folklore, Myths, and Legends: A World Perspective.* Lincolnwood, Illinois: NTC Publishing Group, 1997.

Simmons, John S. and Malcolm E. Stern. *The Short Story and You: An Introduction to Understanding and Appreciation.* Lincolnwood, Illinois: NTC Publishing Group, 1995.

Smith, Michael C. and Suzanne Greenberg. *Everyday Creative Writing: Panning for Gold in the Kitchen Sink.* Lincolnwood, Illinois: NTC Publishing Group, 1996.

Suter, Joanne. *Fearon's English Composition.* Belmont, California: Fearon Education, 1990.

Zinsser, William. *Worlds of Childhood.* Houghton Mifflin Company, 1998.

Traditions in World Literature: Literature of Africa. Lincolnwood, Illinois: NTC Publishing Group, 1999.

Traditions in World Literature: Literature of Asia. Lincolnwood, Illinois: NTC Publishing Group, 1999.

Traditions in World Literature: Literature of Spain and the Americas. Lincolnwood, Illinois: NTC Publishing Group, 1999.

Internet Sites

The URLs for the websites were verified by the writers prior to publication. Given the frequency with which these designations change, teachers should always verify the websites prior to assigning them for student use.

Canadian Advertising Foundation
http://www.media-awareness.ca/eng/indus/advert/caf.htm

Writers on writing
http://www.peak.sfu.ca/the_peak/99-1/issue7/kinsella.html
http://www.judyblume.com/menu-main.html

Women in publishing
http://www.cyberiacafe.net/wip/

Publishing
http://careerplanning.about.com/library/weekly/aa071399.htm.
http://www.Schoolnet.ca/vp-pv/jec/e/
http://www.writers.net/archives/thisweek.php
http://publishing.about.com/library/bl_aa082299-6.htm
http://www.elan.on.ca/langlink.htm#publishing%20student%20work

Poetry
http://www.pbs.org/newshour/extra/features/jan-june00/poetryboxrules.html
http://inin.essortment.com/howtowritepoe_rjsm.htm

Writing
http://hopcott.com/writing-tips/
http://www.poosala.org/stories/writing/

Writing Children's Stories
http://www.write4kids.com/index.html
http://www.aaronshep.com/kidwriter/

Drama
http://www.vcu/edu/artweb/playwrighting/oneacts.hmtl

Video/DVD

Beauty and the Beast. Walt Disney Home Video. 90 min.
The Little Mermaid. Walt Disney Home Video. 83 min.
Charlotte's Web. Paramount Home Video. 94 min.
Agnieszka Holland. Director *The Secret Garden*. 102 min.
Browning, Kirk. Director. *A Streetcar Named Desire*. Kultur Video. 165 min.
Lumet, Sidney. Director. *Long Days Journey into Night*. Republic Pictures Home Video. 180 min.
Newman, Paul. Director. *The Glass Menagerie*. Universal Studios Home Video. 134 min.
Pellington, Mark. Director. *Arlington Road*. Columbia Tri Star Home Video. 117 min.
Shyamalan, M. Night. Director. *The Sixth Sense*. Buena Vista Home Video. 106 min.

OSS Considerations

This course is designed to equip students with the knowledge and skills they need to meet the entrance requirements for college programs. All college preparation courses will be based on rigorous provincial curriculum expectations. These expectations are outlined in *Ontario Secondary Schools, Grades 9 to 12, Program and Diploma Requirements, 1999*, and *The Ontario Curriculum, Grades 11 and 12, English 2000.* The English curriculum provides many opportunities for students to develop necessary written, oral communication, and collaborative skills directly related to career exploration activities and the student exit plan outlined in *Choices into Action: Guidance and Career Education Program Policy For Ontario Elementary and Secondary Schools, 1999.* This course reflects the role of technology, the integration of career expectations, and assessment, evaluation, and reporting strategies prescribed in *The Ontario Curriculum, Grades 9 to 12, Program Planning and Assessment, 2000.* This course may be used as an additional compulsory credit for diploma purposes.

Coded Expectations, The Writer's Craft, Grade 12, College Preparation, EWC4C

Investigating the Writer's Craft

Overall Expectations

IWV.01 · analyse how techniques, vocabulary, voice, and style are used in a variety of forms of writing to communicate effectively;

IWV.02 · demonstrate an understanding of how various writers think about and practise the craft of writing.

Specific Expectations

Analysing Models of Writing

IW1.01 – analyse a variety of models of effective writing, including children's literature, poems, stories, excerpts from plays and novels, reports, articles, advertising copy, media scripts, news stories, and personal essays;

IW1.02 – describe the distinctive elements and conventions of a variety of forms within specific genres (e.g., describe the organizational patterns used in different types of short essays; compare the features of illustrated children's stories, such as length, repetition of illustrations and language, number of words on a page, and the relationship between text and pictures; compare the features of radio and television news copy);

IW1.03 – analyse and explain the connections among the ideas in a passage, its purpose and audience, and the writer's choices of techniques, vocabulary, voice, and style (e.g., describe the purpose of specialized vocabulary and plain-language style in reports, consistent voice in personal or informational essays, and onomatopoeic refrains in children's stories; discuss the writer's use of concrete and abstract words to develop ideas in a poem; analyse the connections between the content and the style and structure of a literary work for an independent study project).

Understanding the Writer's Craft

IW2.01 – summarize interviews with and articles by a variety of writers about the craft and practice of writing to increase knowledge of the techniques, skills, and processes of writing;

IW2.02 – analyse selected works and articles by writers from around the world to compare their practices and beliefs about writing;

IW2.03 – conduct research to learn about a variety of careers in writing and communications and the skills needed to pursue them (e.g., chat with authors electronically on the Internet; research guides to the writers' market to learn about publication opportunities; attend readings by writers).

Practising the Writer's Craft

Overall Expectations

PWV.01 · produce informational and literary writing for a variety of purposes and audiences, independently and collaboratively, with an emphasis on developing substantial content and using appropriate forms, techniques, vocabulary, voice, and style;

PWV.02 · assess the effectiveness of their own and others' written work.

Specific Expectations

Producing Effective Writing

PW1.01 – write regularly for various purposes, including to explore ideas, feelings, and experiences; incorporate interesting words and phrases; respond to the writing of others; assess their own work; experiment with different choices of vocabulary, phrasing, sentence patterns, imagery, and style; and discuss writing with peers;

PW1.02 – use information and ideas generated from research, discussion, reading, viewing, and exploratory writing to develop the content of written work;

PW1.03 – construct the content of written work by reviewing what is already known, posing inquiry questions, analysing and interpreting information, imagining possibilities, and testing arguments, theses, and thesis statements;

PW1.04 – produce written work for various purposes and audiences in a variety of forms, including children's literature, poems, novels, stories, plays, reports, articles, advertising copy, media scripts, news stories, personal essays, and opinion pieces;

PW1.05 – organize information and ideas appropriately to suit the form, purpose for writing, and intended audience;

PW1.06 – select appropriate techniques, vocabulary, voice, and style and use them effectively to communicate ideas and experiences (e.g., use repetition and parallel structure to convey ideas clearly in a report; use imagery to convey abstract ideas vividly in a series of poems; use an authoritative voice in an editorial; select vocabulary to reveal character in dramatic monologue; consistently use anti-discriminatory and inclusive language);

PW1.07 – produce effective written work by revising drafts to refine content, form, technique, vocabulary, voice, and style;

PW1.08 – edit and proofread written work, applying correctly the grammar, usage, spelling, and punctuation conventions that are specified for the compulsory Grade 12 College Preparation English course;

PW1.09 – produce clear, effective publications and prepare them for distribution to wider audiences (e.g., apply desktop publishing techniques to enhance text for a school publication, using columns, graphics, pictures, design, colour, and borders; format a major piece of original writing as an independent study project; publish an article on an appropriate Internet website);

PW1.10 – use group skills effectively to produce written work (e.g., participate in collaborative writing projects; share responses to works in progress).

Assessing Their Own and Others' Written Work

PW2.01 – explain creative choices made in producing their written work (e.g., the choice of content, form, techniques, vocabulary, voice, and style to suit purposes and audiences);

PW2.02 – assess the content, organization, style, and impact of drafts and final versions of written work produced by peers, providing objective and constructive suggestions (e.g., assess the organization of information in a report; work with a partner to identify strengths and weaknesses in a draft of a short story; participate in a peer conference to provide feedback on a poem in progress; develop criteria to assess various forms of writing; participate in a group discussion about the content and impact of a magazine article);

PW2.03 – demonstrate an understanding of the writing skills and knowledge required for success in various college programs and careers (e.g., use guest speakers, field trips, interviews, and print and electronic resources to investigate the types of writing required in college programs; research and report on the opportunities for publication for particular forms of writing; set goals for personal improvement in writing);

PW2.04 – use group skills effectively to assess written work (e.g., make suggestions for revision; use feedback to improve their own and peers' writing).

Ontario Catholic School Graduate Expectations

The graduate is expected to be:

A Discerning Believer Formed in the Catholic Faith Community who

CGE1a -illustrates a basic understanding of the **saving story** of our Christian faith;
CGE1b -participates in the **sacramental life** of the church and demonstrates an understanding of the centrality of the Eucharist to our Catholic story;
CGE1c -actively reflects on **God's Word** as communicated through the Hebrew and Christian scriptures;
CGE1d -develops attitudes and values founded on Catholic **social teaching** and acts to promote social responsibility, human solidarity and the common good;
CGE1e -speaks the **language of life**... "recognizing that life is an unearned gift and that a person entrusted with life does not own it but that one is called to protect and cherish it." (Witnesses to Faith)
CGE1f -seeks intimacy with God and celebrates **communion** with God, others and creation through prayer and worship;
CGE1g -understands that one's purpose or **call in life** comes from God and strives to discern and live out this call throughout life's journey;
CGE1h -respects the **faith traditions**, world religions and the life-journeys **of all people of good will**;
CGE1i -integrates faith with life;
CGE1j -recognizes that "sin, human weakness, conflict and forgiveness are part of the human journey" and that the cross, the ultimate sign of forgiveness is at the heart of **redemption**. (Witnesses to Faith)

An Effective Communicator who
CGE2a -listens actively and critically to understand and learn in light of gospel values;
CGE2b -reads, understands and uses written materials effectively;
CGE2c -presents information and ideas clearly and honestly and with sensitivity to others;
CGE2d -writes and speaks fluently one or both of Canada's official languages;
CGE2e -uses and integrates the Catholic faith tradition, in the critical analysis of the arts, media, technology and information systems to enhance the quality of life.

A Reflective and Creative Thinker who
CGE3a -recognizes there is more grace in our world than sin and that hope is essential in facing all challenges;
CGE3b -creates, adapts, evaluates new ideas in light of the common good;
CGE3c -thinks reflectively and creatively to evaluate situations and solve problems;
CGE3d -makes decisions in light of gospel values with an informed moral conscience;
CGE3e -adopts a holistic approach to life by integrating learning from various subject areas and experience;
CGE3f -examines, evaluates and applies knowledge of interdependent systems (physical, political, ethical, socio-economic and ecological) for the development of a just and compassionate society.

A Self-Directed, Responsible, Life Long Learner who

CGE4a -demonstrates a confident and positive sense of self and respect for the dignity and welfare of others;

CGE4b -demonstrates flexibility and adaptability;

CGE4c -takes initiative and demonstrates Christian leadership;

CGE4d -responds to, manages and constructively influences change in a discerning manner;

CGE4e -sets appropriate goals and priorities in school, work and personal life;

CGE4f -applies effective communication, decision-making, problem-solving, time and resource management skills;

CGE4g -examines and reflects on one's personal values, abilities and aspirations influencing life's choices and opportunities;

CGE4h -participates in leisure and fitness activities for a balanced and healthy lifestyle.

A Collaborative Contributor who

CGE5a -works effectively as an interdependent team member;

CGE5b -thinks critically about the meaning and purpose of work;

CGE5c -develops one's God-given potential and makes a meaningful contribution to society;

CGE5d -finds meaning, dignity, fulfillment and vocation in work which contributes to the common good;

CGE5e -respects the rights, responsibilities and contributions of self and others;

CGE5f -exercises Christian leadership in the achievement of individual and group goals;

CGE5g -achieves excellence, originality, and integrity in one's own work and supports these qualities in the work of others;

CGE5h -applies skills for employability, self-employment and entrepreneurship relative to Christian vocation.

A Caring Family Member who

CGE6a -relates to family members in a loving, compassionate and respectful manner;

CGE6b -recognizes human intimacy and sexuality as God given gifts, to be used as the creator intended;

CGE6c -values and honours the important role of the family in society;

CGE6d -values and nurtures opportunities for family prayer;

CGE6e -ministers to the family, school, parish, and wider community through service.

A Responsible Citizen who

CGE7a -acts morally and legally as a person formed in Catholic traditions;

CGE7b -accepts accountability for one's own actions;

CGE7c -seeks and grants forgiveness;

CGE7d -promotes the sacredness of life;

CGE7e -witnesses Catholic social teaching by promoting equality, democracy, and solidarity for a just, peaceful and compassionate society;

CGE7f -respects and affirms the diversity and interdependence of the world's peoples and cultures;

CGE7g -respects and understands the history, cultural heritage and pluralism of today's contemporary society;

CGE7h -exercises the rights and responsibilities of Canadian citizenship;

CGE7i -respects the environment and uses resources wisely;

CGE7j -contributes to the common good.

Unit 3: Writing to Entertain

Time: 30 hours

Unit Description

This unit allows students to explore the field of writing to entertain. Initially, students explore the conventions of several types of entertainment writing including short stories, plays, and children's stories. Other options for analysis include humorous articles and anecdotes. Rather than a cursory examination of a large variety of entertainment writing, teachers have the option of selecting from the options indicated within the various activities (when doing so be mindful that all course expectations are still being met). Through the exploration of a variety of models, students analyse and describe the distinctive elements and conventions, and examine how techniques of vocabulary, voice, and style are used in these forms of writing to communicate effectively. As introduced in the Writer's Toolbox unit, artistic unity is an overriding principle of effective literature and is reinforced throughout this unit. Through the writing process, students produce several pieces, independently or in groups, in the various genres. Assessment of student's own work, and that of classmates, is an integral part of this unit. All writing activities should be evaluated for both process and product. Each area of focus contains a summative activity, which may be included in a portfolio and represent the culminating activity for the unit (an alternate culminating activity is included in Activity 3.4). Throughout the analysis and production of literature, students reflect on the content, using the eyes of a discerning believer in the Catholic faith community.

Unit Synopsis Chart

Activity	Learning Expectations	Assessment Categories	Task
3.1 Stories: The Art of Entertaining 10 hours	IWV.01, PWV.01, PWV.02, IW1.01, .02, .03, PW1.01, .02, .03, .04, .07, .08, .10, PW2.02 CGE 2e	Knowledge/ Understanding Thinking/ Inquiry Communication Application	• Individually, students read and analyse articles on the craft of writing short stories. • As a class, students examine in detail the introductions of several stories in order to determine what makes an introduction effective. • Students then read and critique several stories in their writer's diary. • In groups of four, students brainstorm an initial incident for a story and begin the process of plot mapping. Students conference with the teacher to ensure the plan leads to an effective story. • Then, in pairs, students write a short story based on the initial incident choosing one of the paths determined in the plot mapping exercise. Alternately, students write a humorous article or anecdote alone or with a partner.

Activity	Learning Expectations	Assessment Categories	Task
3.2 Drama/ Plays: Entertaining Live Audiences 10 hours	IWV.01, PWV.01, PWV.02, IW1.01, .02, PW1.04, .05, .06, .07, .08, .10, PW2.04 CGE 2b, 2d, 2e, 4b, 4c, 4f, 5a	Knowledge/ Understanding Thinking/ Inquiry Communication Application	• The teacher lectures on the history and development of drama (with a brief explanation of major eras or forms, e.g., Greek tragedy, Theatre of the Absurd, etc.). • Individually, students read articles on the craft of writing plays (monologues may also be explored). • As a class, students identify the various conventions of dramatic writing through reading, analysing and critiquing professional models. • In groups, students plan an entire play, but write only one scene of the play and indicate the remainder of the action through a synopsis. • Individually, students produce a monologue and are given the option of preparing it for dramatic presentation or of submitting it in written form.
3.3 Children's Literature: The Art of Writing for a Younger Audience 10 hours	IWV.01, PWV.01, PWV.02, IW1.01, .02, .03 PW1.02, .04, .05, .07, .09, PW2.04 CGE 1e, 4b, 4c, 6e	Knowledge/ Understanding Thinking/ Inquiry Communication Application	• The teacher leads discussion of the theories of Bettelheim, Piaget, and Jung about child development. • Class analyses of models of classic and contemporary children's stories. • In groups, students conduct classroom visits to a nearby elementary school in order to interview students regarding their interests, hobbies, concerns, etc. • In their group or individually, students then write a children's story using pseudonyms for the students interviewed and the information gathered in the in-class session. Students are cautioned to demonstrate sensitivity to others in this activity. • Students use desktop publishing skills to produce an actual text. • Students return to the classroom to read/present the story to the pupils and to gather feedback.
3.4 Culminating Activity 1 hour	IWV.01, PWV.01, PWV.02, IW1.01, .02, .03 PW1.01, .02, .03, .04, .07, .08, .10, PW2.02 CGE 2e	Knowledge/ Understanding Thinking/ Inquiry Communication Application	• Unit test or Portfolio

Activity 3.1: Stories: The Art of Entertaining

Time: 10 hours

Unit Description

Students analyse and critique several short stories, humorous articles, and anecdotes from a variety of authors to determine the techniques used to develop effective and entertaining stories. Students recognize and discuss the traits of writing and principles such as artistic unity as introduced in the Writer's Toolbox unit (voice, ideas and content, sentence fluency, word choice, organization, conventions). Following the discussion of the conventions used, students explore articles, which explain the process of writing a short story, a humorous article, or an anecdote. Throughout this process, students reflect on the assigned reading and brainstorm ideas for possible stories in their writer's diary. Students work in groups to brainstorm an initial incident and then break into smaller groups to write a story, humorous article, or anecdote based on this incident. This process facilitates peer conferencing and revision in the production of a polished manuscript. In doing so, students practise skills necessary for success in writing assignments at the college level.

Strand(s) & Learning Expectations

Ontario Catholic School Graduate Expectations

CGE 2e - uses and integrates the Catholic faith tradition, in the critical analysis of the arts, media, technology, and information systems to enhance the quality of life.

Learning Expectations

IWV.01 - analyse how techniques, vocabulary, voice, and style are used in a variety of forms of writing to communicate effectively.

PWV.01 - produce informational and literary writing for a variety of purposes and audiences, independently and collaboratively, with an emphasis on developing substantial content and using appropriate forms, techniques, vocabulary, voice, and style;

PWV.02 - assess the effectiveness of their own and others' written work.

IW1.01 - analyse a variety of models of effective writing, including children's literature, poems, stories, excerpts from plays and novels, reports, articles, advertising copy, media scripts, news stories, and personal essays;

IW102 - describe the distinctive elements and conventions of a variety of forms within specific genres;

IW1.03 - analyse and explain the connections among the ideas in a passage, its purpose and audience, and the writer's choices of techniques, vocabulary, voice, and style.

PW1.01 - write regularly for various purposes, including to explore ideas, feelings, and experiences; incorporate interesting words and phrases; respond to the writing of others; assess their own work; experiment with different choices of vocabulary, phrasing, sentence patterns, imagery, and style; and discuss writing with peers;

PW1.02 - use information and ideas generated from research, discussion, reading, viewing, and exploratory writing to develop the content of written work;

PW1.03 - construct the content of written work by reviewing what is already known, posing inquiry questions, analysing and interpreting information, imagining possibilities, and testing arguments, theses, and thesis statements;

PW1.04 - produce written work for various purposes and audiences in a variety of forms, including children's literature, poems, novels, stories, plays, reports, articles, advertising copy, media scripts, news stories, personal essays, and opinion pieces;

PW1.07 - produce effective written work by revising drafts to refine content, form, technique, vocabulary, voice, and style;

PW1.08 - edit and proofread written work, applying correctly the grammar, usage, spelling, and punctuation conventions that are specified for the compulsory Grade 12 College Preparation English course;

PW1.10 - use group skills effectively to produce written work;
PW2.02 - assess the content, organization, style, and impact of drafts and final versions of written work produced by peers, providing objective and constructive suggestions.

Prior Knowledge & Skills

- Understanding of the stages of the writing process
- Understanding of the traits of writing, e.g., voice, ideas and content, sentence fluency, word choice, organization, and conventions, the principles of artistic unity, sympathy and judgement, etc., as studied in the Writer's Toolbox unit
- Understanding and ability to evaluate narrative elements
- Ability to work collaboratively
- Ability to edit and proofread

Planning Notes

- Identify individual needs of the class and adjust the time of the activities or the genre to be studied accordingly, e.g., the study of short stories can be substituted with the study of humorous anecdotes or another form of writing that entertains.
- The study of short stories may be eliminated entirely in order to permit more time to be spent on the other activities listed.
- Begin with a summary of the traits of writing, e.g., voice, ideas and content, sentence fluency, word choice, organization, and conventions, and the major principles such as artistic unity, as studied in Unit 1.
- Select a variety of short stories and articles about short story writing for students to examine.
- Create a list of possible thematic statements that may be explored in preparation for the brainstorming activity.
- Preview films in order to select a film that demonstrates artistic unity.
- Arrange for a variety of resources to be available to students.
- Ensure that students have the necessary space available to meet in groups.
- Arrange for access to a television and DVD player.
- Arrange for access to computers.

Teaching/Learning Strategies

- Begin with a Socratic lesson reviewing the traits of writing, e.g., voice, ideas and content, sentence fluency, word choice, organization, and conventions, and the principles of artistic unity.
- Individually, students read and analyse articles on the craft of writing short stories.
- Brainstorm a story web originating from a plot event, conflict, character, or thematic statement in order to demonstrate that choices regarding character, setting, etc., must all be made in order to achieve the ultimate purpose (sample events: "graduation," "marriage," "death of a parent or child," "retirement"; possible conflicts: "a young married couple dealing with sterility," "a young man who wishes to pursue a goal that goes against the wishes of his parents"; possible characters: "the innocent young girl," "the desperate and tired elderly man"; sample thematic statements might be: "the path to maturity necessitates the loss of innocence," "savagery is as inherent to humanity as is kindness and compassion," "youth has the power to regenerate the rigid society of the elderly").
  Questions to be asked during the brainstorming exercise include:
  - Who would your characters be?
  - What type of clothing would they wear?
  - What physical features and/or mannerisms help reveal character?
  - Where would your story take place?
  - What would the atmosphere of the story be as you progress through the events of the story?

- What would the inciting incident be?
- How would the conflict develop?
- What would the climax of your story be?
- How would the conflict be resolved?
- What is the intended purpose of your story?
- Who is the intended audience?
- Is there a bias that you possess and what techniques would you use to evoke the desired response?

This activity may be repeated with a different event, conflict, character, or thematic statement in order to reinforce the concepts introduced.

- Show part of a film to demonstrate that decisions regarding all narrative elements contribute to the overall artistic unity of a story. (Many DVDs now contain interviews with directors which explain the rationale behind the decisions made in order to create artistic unity, e.g., *Arlington Road*, *The Sixth Sense*, *The Sweet Hereafter)*.
- In groups, students examine in detail the introductions of several stories in order to determine what makes an introduction effective and to predict the outcome of the story and the overall purpose. Questions to consider include:
  - What techniques has the author used effectively to introduce characters?
  - What techniques has the author used effectively to introduce setting and atmosphere?
  - How has the author captured the attention of the audience?
  - What is the conflict that has been introduced and what causes this conflict to arise? Predict the outcome of the story.
  - What elements of foreshadowing, symbolism, and imagery are evident? Explain their effectiveness.
  - Identify the structural elements of the story (for example, the use of flashback, background information, etc.) that the author has used and explain the effect.
  - Describe the tone and voice of the story.
  - What do you think the purpose of the story is? Predict the theme(s) that will be demonstrated.

  Each group presents their findings to the class to facilitate a class discussion regarding effective introductions.
- Students then read and critique several stories, humorous articles, and/or anecdotes in their writer's diary. Criticism should include an analysis of technique in addition to demonstrating an awareness and sensitivity to areas of bias—appearance, belief systems, disabilities, family structures, gender, race, ethnocultural background, and socio-economic status.
- In their writer's diary, students examine and reflect on their personal values, abilities, and aspirations and on how these influence life's choices and opportunities in comparison to the values evident in the stories studied.
- In groups of four, students brainstorm an initial incident for a story and begin the process of plot mapping. Students conference with the teacher to ensure the plan leads to an effective story.
- Then, in pairs, students write a short story based on the initial incident choosing one of the paths determined in the plot mapping exercise (see Appendix 3.1.1). Alternately, students write a humorous article or anecdote alone or with a partner.
- Throughout this process, students use the writing process including conferencing and revision to create a polished product.
- Use word processing to prepare the final manuscript to be included in the student portfolio.

Assessment & Evaluation of Student Achievement

- Informal teacher observation to determine if content is understood
- Observation of listening skills during class discussion and video presentation
- Contribution to class discussion
- Collaborative skills and knowledge of techniques in stories, humorous articles, and anecdotes as demonstrated in the group presentation to the class (see Appendix 3.1.2)
- Short Story assessment based on process (see Appendix 3.1.3) and product (see Appendix 3.1.4)
  Note: For summative evaluation purposes, each student's contribution must be assessed separately.
- Writer's diary assessed (see Appendix 3.1.5) with equal weighting of:
  - quality of thought evident in the reflections made on the place of values in stories studied
  - completion of the required number of entries

Accommodations

The teacher will:

- take into account a student's IEP to ensure that the student's needs are met;
- vary the way material is presented to best meet the needs of students, e.g., provide students with a summary of the narrative elements and guidelines for writing a short story;
- provide a graphic organizer to aid students during the brainstorming activity;
- partner students for critiquing activities;
- allow for enrichment by providing students with the opportunity to submit two to three story maps or completed stories that are linked thematically or through another identified means, e.g., character, setting, point of view, etc.

Resources

Print

Bailey, Rick et al. *The Creative Writer's Craft: Lessons in Poetry, Fiction and Drama.* Lincolnwood, Illinois: NTC Publishing Group, 1999.

Barry, James and, Joseph. Griffin, eds. *The Storyteller: Short Stories from Around the World.* Toronto: Nelson Canada, 1992.

Jeroski, Sharon. *Tapestries: Short Stories from the Asian Pacific Rim.* Toronto: Nelson Canada, 1991.

Kellow, Brian and John Krisak, eds. *Language Matters: Expression, Usage and Structure.* Toronto: Oxford University Press. 1996.

Kirkland, Glen and Richard Davies. eds. *Inside Stories for Senior Students.* Toronto: Harcourt, Brace, Jovanovich Canada, 1993.

Paustian, Shirley I. *Writing with Style.* Toronto: Oxford University Press, 1986.

Minot, Stephen. *Three Genres: The Writing of Poetry, Fiction and Drama.* Englewood Cliffs, New Jersey: Prentice Hall, 1988.

Websites

http://hopcott.com/writing-tips/

http://www.poosala.org/stories/writing/

http://www.judyblume.com/menu-main.html

Video/DVD

Egoyam, Atom. Director. *The Sweet Hereafter*. Alliance Home Video. 112 min.

Pellington, Mark. Director. *Arlington Road.* Columbia Tri Star Home Video. 117 min.

Shyamalan, M. Night. Director. *The Sixth Sense*. Buena Vista Home Video. 106 min.

Activity 3.2: Drama/Plays: Entertaining Live Audiences

Time: 9 hours

Description

This activity provides an opportunity for the exploration of theatre and drama, as well as monologues. Students are given an overview of the history and development of drama. After analysing the craft of scriptwriting and monologues, students write one scene of a play and one monologue in order to practise the craft. The activity reinforces the skills learned in the Writer's Toolbox unit and provides the opportunity to strengthen knowledge gained in previous units and in Activity 3.1. This activity is especially significant for students wishing to pursue the study of drama at the college level.

Strand(s) & Learning Expectations

Ontario Catholic School Graduate Expectations

CGE 2b - reads, understands, and uses written materials effectively;
CGE 2d - writes and speaks fluently one or both of Canada's official languages;
CGE 2e - uses and integrates the Catholic faith tradition, in the critical analysis of the arts, media, technology, and information systems to enhance the quality of life;
CGE 4b - demonstrates flexibility and adaptability;
CGE 4c - takes initiative and demonstrates Christian leadership;
CGE 4f - applies effective communication, decision-making, problem-solving, time and resource management skills;
CGE 5a - works effectively as an interdependent team member.

Learning Expectations

IWV.01 - analyse how techniques, vocabulary, voice, and style are used in a variety of forms of writing to communicate effectively.
PWV.01 - produce informational and literary writing for a variety of purposes and audiences, independently and collaboratively, with an emphasis on developing substantial content and using appropriate forms, techniques, vocabulary, voice, and style;
PWV.02 - assess the effectiveness of their own and others' written work.
IW1.01 - analyse a variety of models of effective writing, including children's literature, poems, stories, excerpts from plays and novels, reports, articles, advertising copy, media scripts, news stories, and personal essays;
IW1.02 - describe the distinctive elements and conventions of a variety of forms within specific genres.
PW1.04 - produce written work for various purposes and audiences in a variety of forms, including children's literature, poems, novels, stories, plays, reports, articles, advertising copy, media scripts, news stories, personal essays, and opinion pieces;
PW1.05 - organize information and ideas appropriately to suit the form, purpose for writing, and intended audience;
PW1.06 - select appropriate techniques, vocabulary, voice, and style and use them effectively to communicate ideas and experiences;
PW1.07 - produce effective written work by revising drafts to refine content, form, technique, vocabulary, voice, and style;
PW1.08 - edit and proofread written work, applying correctly the grammar, usage, spelling, and punctuation conventions that are specified for the compulsory Grade 12 College Preparation English course;
PW1.10 - use group skills effectively to produce written work;
PW2.04 - use group skills effectively to assess written work.

Prior Knowledge & Skills

- Understanding of the stages of the writing process
- Understanding of the traits of writing, the principles of artistic unity, sympathy and judgement etc., as studied in the Writer's Toolbox
- Understanding and ability to evaluate narrative and dramatic elements
- Ability to work collaboratively
- Ability to edit and proofread

Planning Notes

- Identify individual needs of the class and adjust the time of the activities or the genre to be studied accordingly, e.g., the study of theatre and drama can be substituted with the study of monologues or another form of writing that entertains.
- The study of theatre and drama may be eliminated entirely in order to permit more time to be spent on other genres.
- Begin with a summary of the traits of writing (voice, ideas and content, sentence fluency, word choice, organization, conventions) and the major principles, such as artistic unity, as studied in Unit 1.
- Select a variety of monologues, one act plays, and articles about script writing for students to examine.
- Arrange for a variety of resources to be available to students.
- Ensure that students have the necessary space available to meet in groups.
- Arrange for access to computers.
- Meet with the drama teacher to coordinate activities and resources.

Teaching/Learning Strategies

- Lecture on the history and development of drama with a brief explanation of the major eras or forms, e.g., Greek Tragedy, Theatre of the Absurd, Commedia dell'Arte, Elizabethan Theatre, Modern Drama, etc.
- Review the concepts of sympathy and judgment as they pertain to drama.
- The teacher leads a Socratic lesson on Tragedy and Comedy as the two major forms of drama.
- Students read articles on the craft of writing plays and monologues.
- In groups, students identify the various conventions of dramatic writing and determine the level of artistic unity through reading, analysing, and critiquing professional models.
  Questions for analysis include:
  - What is the purpose of the play or monologue?
  - What details in the stage directions contribute to the overall purpose?
  - Who is the protagonist? What is the goal? In what manner does the antagonist interfere and for what reason?
  - How does the dialogue aid in creating character, mood, and theme, and contribute to the overall purpose?
  - How is character revealed through what the character says, does, and what others say about the character?
  - What inner desire motivates each character?
  - How does the playwright evoke sympathy and/or judgment in the audience in order to achieve the overall purpose?
  - How does the playwright use comic relief?
  - Is there a bias evident in terms of appearance, belief systems, disabilities, family structures, gender, race, ethnocultural identity, and socio-economic status? How has this bias been created?

  Students present their analysis to the class to facilitate discussion on effective techniques.

- The teacher leads a group discussion on the challenges of writing effective dialogue in a scene without the benefit of narrative voice that is present in short story or other narrative forms.
- Students write individual character sketches and a monologue, which demonstrates an internal conflict.
- In small groups, students are given the option of performing their monologue and then, using non-judgemental language, respond and discuss strengths and weaknesses of the monologue in its ability to reveal character and evoke sympathy.
- Each group generates a storyline based on external conflict using the characters that were independently developed, taking into consideration class and teacher feedback on the individual character sketches and monologues.
- Students recognize and demonstrate that individual desires often conflict leading to external conflict that requires a resolution that reflects a moral conscience.
- In groups, students plan the entire play, and submit the plan for teacher feedback.
- In groups, students collaboratively write only one scene of the play and indicate the remainder of the action through a synopsis.
- In groups, students use the writing process including conferencing, revision, and word processing to produce a polished manuscript to be included in the student portfolio.
- Students individually reflect on the knowledge gained, the process of writing drama, and the impact of values on drama in their writer's diaries.

Assessment & Evaluation of Student Achievement

- Informal teacher observation to determine if content is understood
- Observation of listening skills during class discussion
- Contribution to class discussion
- Collaborative skills and knowledge of conventions as demonstrated in the critiquing and analysing of one act plays as presented to the class (see Appendix 3.2.1)
- Writer's diary
- Monologue (formative assessment leading to the final script)
- Script and synopsis process (informal) and product (see Appendix 3.2.2)

Accommodations

The teacher will:

- vary the way material is presented to best meet the needs of students, e.g., provide students with notes or graphic organizers;
- arrange for a peer to provide notes through the use of NCR paper;
- allow for alternate forms of presentation;
- provide the option of polishing the monologue as opposed to producing a larger script in the group;
- allow for enrichment by providing students with the opportunity to research and present findings on the development of drama in one historical period not studied in class. Alternately, students may research and present their findings on a particular play or playwright.

Resources

Print

Bailey, Rick et al. *The Creative Writer's Craft: Lessons in Poetry, Fiction and Drama.* Lincolnwood, Illinois: NTC Publishing Group, 1999.

Emra, Bruce. *Coming of Age: Short Stories About Youth and Adolescence.* Lincolnwood, Illinois: NTC Publishing Group, 1997.

Gater, Dilys. *How to Write a Play for the Amateur Stage.* London: Allison and Busby, 1990.

Hull, Raymond. *How to Write a Play.* Cincinatti, Ohio: Writer's Digest Books, 1983.

MacMillan, Ian. *Anatomy of Playwriting.*

Packard, William. *The Art of the Playwright – Creating the Magic of Theatre.* New York: Paragon House Publishers, 1987.

Rolfe, Bary. *Commedia Dell'Arte: A Theme Study Book.* Berkley, California: Persona Books, 1992.

Rosemberg, Donna. *Folklore, Myths, and Legends: A World Perspective.* Lincolnwood, Illinois: NTC Publishing Group, 1997.

Simmons, John S. and Malcolm E. Stern. *The Short Story and You: An Introduction to Understanding and Appreciation.* Lincolnwood, Illinois: NTC Publishing Group, 1995.

Traditions in World Literature: Literature of Africa. Lincolnwood, Illinois: NTC Publishing Group, 1999.

Traditions in World Literature: Literature of Asia. Lincolnwood, Illinois: NTC Publishing Group, 1999.

Traditions in World Literature: Literature of Spain and the Americas. Lincolnwood, Illinois: NTC Publishing Group, 1999.

Websites

http://www.vcu/edu/artweb/playwrighting/oneacts.hmtl

Video/DVD

Browning, Kirk. Director. *A Streetcar Named Desire.* Kultur Video. 165 min.

Lumet, Sidney. Director. *Long Days Journey into Night.* Republic Pictures Home Video. 180 min.

Newman, Paul. Director. *The Glass Menagerie.* Universal Studios Home Video. 134 min.

Activity 3.3: Children's Literature: The Art of Writing for a Younger Audience

Time: 10 hours

Description

This activity allows for the exploration of the impact of audience on choices made by an author. Following a brief introduction to child psychology and the history and development of children's literature, students develop an understanding of the craft of writing children's stories through the analysis and critique of both modern and classic children's stories. Students reflect on the values inherent in the stories in the light of Gospel values. While being mindful of the impact of literature and Catholic values, students practise the craft in the production of an original children's story. Knowledge gained in this activity is beneficial for students who plan to study Early Childhood Education at the college level.

Strand(s) & Learning Expectations

Ontario Catholic School Graduate Expectations

CGE 1e - speaks the language of life… "recognizing that life is an unearned gift and that a person entrusted with life does not own it but that one is called to protect and cherish it."

CGE 4b - demonstrates flexibility and adaptability;

CGE 4c - takes initiative and demonstrates Christian leadership;

CGE 6e - ministers to the family, school, parish, and wider community through service.

Learning Expectations

IWV.01 - analyse how techniques, vocabulary, voice, and style are used in a variety of forms of writing to communicate effectively.

PWV.01 - produce informational and literary writing for a variety of purposes and audiences, independently and collaboratively, with an emphasis on developing substantial content and using appropriate forms, techniques, vocabulary, voice, and style;

PWV.02 - assess the effectiveness of their own and others' written work.
IW1.01- analyse a variety of models of effective writing, including children's literature, poems, stories, excerpts from plays and novels, reports, articles, advertising copy, media scripts, news stories, and personal essays;
IW1.02 - describe the distinctive elements and conventions of a variety of forms within specific genres;
IW1.03 - analyse and explain the connections among the ideas in a passage, its purpose and audience, and the writer's choices of techniques, vocabulary, voice, and style.
PW1.02 - assess the effectiveness of their own and others' written work;
PW1.04 - produce written work for various purposes and audiences in a variety of forms, including children's literature, poems, novels, stories, plays, reports, articles, advertising copy, media scripts, news stories, personal essays, and opinion pieces;
PW1.05 - organize information and ideas appropriately to suit the form, purpose for writing, and intended audience;
PW1.07 - produce effective written work by revising drafts to refine content, form, technique, vocabulary, voice, and style;
PW1.09 - produce clear, effective publications and prepare them for distribution to wider audiences (e.g., apply desktop publishing techniques to enhance text for a school publication using columns, graphics, pictures, design, colour, and borders; format a major piece of original writing as an independent study project; publish an article on an appropriate Internet website);
PW2.04 - use group skills effectively to assess written work.

Prior Knowledge & Skills

- Familiarity with children's literature from personal experiences in childhood
- Familiarity with film versions of classic fairy tales as well as modern stories
- Understanding of the impact of illustration
- Understanding of a child's language development through personal experience with younger siblings, cousins, etc.
- Awareness of children's interests, fascinations, hobbies, etc.
- Awareness of appropriate behaviour with children
- Understanding of the stages of the writing process
- Understanding of the traits of writing (voice, ideas and content, sentence fluency, word choice, organization, conventions) and the principle of artistic unity as studied in the Writer's Toolbox unit
- Understanding and ability to evaluate narrative techniques
- Ability to work collaboratively
- Ability to edit and proofread

Planning Notes

- Identify individual needs of the class and adjust the time of the activities or the genre to be studied accordingly.
- The study of children's literature may be eliminated entirely in order to permit more time to be spent on the other activities listed.
- If activities are eliminated in order to permit more time to be spent on a particular activity, teachers must ensure that the course expectations indicated for that particular activity are met elsewhere in the course.
- Arrange for students to be placed in primary classes at a local feeder school for the group activity, if possible. Follow school board policies about field trips, and health and safety policies about visits to elementary school classrooms.
- Begin with a summary of the traits of writing and the major principles, artistic unity, as studied in Unit 1.

- Select a variety of children's stories and articles about writing for children for students to examine.
- Arrange for students to bring to class their favourite children's stories to share with the class.
- Arrange for a variety of resources to be available to students.
- Ensure that students have the necessary space available to meet in groups.
- Arrange for access to computers.

Teaching/Learning Strategies

- The teacher leads a class discussion to evoke:
  - familiarity with children's literature from personal experiences in childhood;
  - familiarity with film versions of classic fairy tales as well as modern stories;
  - familiarity with traditional children's stories;
  - understanding of the impact of illustration.
- Ensure students' understanding of a child's language development through a class discussion of personal experience with younger siblings, cousins, etc.
- Lecture on the theories of Bettelheim, Piaget and Jung in order to increase the students' awareness of how children connect to stories.
- Brainstorm with the class to create a chart outlining a child's language development, fascinations, fears, etc.

  Questions to facilitate discussion include:
  - When does a child begin to speak?
  - How does a child's language development progress?
  - What sorts of things do children find fascinating?
  - Why would these things be fascinating to a child?
  - What dangers might these fascinations lead to?
  - How can a child be taught to avoid these dangers?
  - What fears would a child have?
  - Why would these fears be so overwhelming?
  - How can a child be taught to cope with these fears?
  - What moral lessons does a child need to learn?
- Read aloud favourite children's stories and discuss the elements that make them effective.
- Demonstrate the development of children's literature through an in-class discussion of one classic fairy tale in comparison to a modern story, e.g., *Cinderella* and *The Paperbag Princess* by Robert Munsch.
- Explore the impact of society's changing values on children's stories in classic fairy tales versus modern stories, e.g., analysing gender roles in the classic version of *Beauty and the Beast* versus the Disney version, analysing the sanitation of difficult topics such as death in Disney's *The Little Mermaid* as opposed to the original version.
- Explore the bias evident in children's stories through an analysis of children's stories from a variety of ethnic backgrounds, e.g., analysing the various Cinderella stories from around the world.
- Using their moral conscience, students reflect on the appropriateness of exploring difficult issues such as death and suicide in children's stories.
- Discuss the importance of maintaining a sense of wonder and hope in children's stories.
- Analyse and critique models of classic and contemporary children's stories.

  Questions to consider include:
  - Who is the protagonist of the story?
  - What is the goal?
  - How does the antagonist interfere and for what reason?

- What is the moral of the story?
- How does the author maintain a sense of wonder and hope?
- How do the illustrations add to the meaning?

- In groups, students conduct classroom visits to a nearby elementary school in order to interview students regarding their interests, hobbies, concerns, etc. Students must be made aware of health and safety requirements when visiting elementary schools.
- Using their notes from the classroom visit, students brainstorm possible characters and story maps either individually or with their group.
- Using knowledge gained in the study of short stories and the chart that was brainstormed outlining a child's language development, fascination, and fears, students construct a story map.
- Students demonstrate their knowledge of plot mapping by peer editing the story map to ensure that it demonstrates a definite plot illustrating a conflict and its resolution, which is reflective of Gospel values and an understanding of child psychology.
- Students present their findings to the teacher in a conference.
- In their group or individually, students then write a children's story using pseudonyms assigned to students interviewed and the information gathered in the in-class session. Students are cautioned to demonstrate sensitivity to others in this activity.
- Students use the writing process and desktop publishing skills to produce an actual text, which is included in their portfolio.
- Students return to the classroom to read/present the story to the pupils and to gather feedback.
- Students reflect on the craft and practice of writing children's stories in their writer's diary. The diary should also illustrate an awareness of morality evident in children's stories and of how these values influence the choices made by the protagonist.
- Finally, the diary should include a discussion of the process of creating their children's story and the impact of the activity on their image of themselves as writers and as members of a Christian community.

Assessment & Evaluation of Student Achievement

- Informal teacher observation to determine if content is understood
- Observation of listening skills during class discussion
- Contribution to class discussion
- Collaborative skills
- Writer's diary
- Children's story process (informal) and product (see Appendix 3.3.1)

Accommodations

The teacher will:

- vary the way material is presented to best meet the needs of students (e.g., provide students with notes or graphic organizers);
- arrange for a peer to provide notes through the use of NCR paper;
- allow students to work in groups or individually in creating the children's story
- provide the opportunity for students to enhance their publication through the inclusion of illustrations.

Resources

Print

Andersen, Hans Christian. *The Little Mermaid: The Original Story.*

Beauty and the Beast: The Enchanted Christmas. Random House Disney, 2001.

Bettelheim, Bruno. *The Uses of Enchantment: The Meaning and Importance of Fairy Tales.* Random House Canada, 1989.

Cinderella. McGraw-Hill Children's Publishers, 2001.

Edgar, Amy. *Disney's The Little Mermaid.*

Grimm, Jacob and Wilhelm Grimm. *Grimm's Fairy Tales.* Baronet Books, 1999.

Munsch, Robert. *The Munschworks Grand Treasury.* Annick Press, 2001.

Piaget, Jean. *The Child's Conception of the World: A 20th-Century Classic of Child Psychology.* Littlefield Adams Quality Paperbacks, 1975.

Zinsser, William. *Worlds of Childhood.* Houghton Mifflin Company, 1998.

Zipes, Jack David, ed. *Beauty and the Beast: And Other Classic French Fairy Tales.* Mass Market Paperback, 1997.

Websites

http://www.write4kids.com/index.html

http://www.aaronshep.com/kidwriter/

Video/DVD

Beauty and the Beast. Walt Disney Home Video. 90 min.

The Little Mermaid. Walt Disney Home Video. 83 min.

Charlotte's Web. Paramount Home Video. 94 min.

Agnieszka Holland. Director "*The Secret Garden*." 102 min.

Activity 3.4: Culminating Activity/Summative Assessment

Time: 1 hour

Description

The culminating activity can be a unit test or the unit portfolio. The unit test requires students to display their understanding of the craft of writing to entertain through a practical demonstration. Alternately, the student portfolio comprised of students' polished works from Activities 3.1, 3.2, and 3.3 could be the sole basis for the culminating activity as they provide ample opportunity for summative assessment.

Unit Test

The purpose of the unit test is to allow students to further demonstrate knowledge and skills acquired throughout the unit, thus providing an alternate opportunity for summative assessment.

Prior Knowledge & Skills

- Understanding of the traits of writing
- Understanding of the elements and conventions of fiction, including short stories, humorous articles, anecdotes, one-act plays, and children's stories
- Understanding of the importance of artistic unity
- Understanding of the impact of purpose and audience

Planning Notes

- Identify individual needs to adjust the time of the activity accordingly.
- Provide the necessary aids including computers, educational assistants, etc.
- Provide the option for enrichment through further development of the activity.
- Identify several possible thematic statements.

Teaching/Learning Strategies

- Provide students with a thematic statement, character sketch, or initial conflict from which they must complete a story map.
- Students then have the option of developing the story map into a short story, a humorous article, an anecdote, a one-act play, or a children's story.
- Because of time restrictions, students should only write the first 200 – 250 words of the piece, i.e., the introduction to the piece.
- Students then write a paragraph explaining how their piece would be different if they had chosen one of the other forms of fiction writing.

Assessment & Evaluation of Student Achievement

Story map

- careful decisions regarding the elements of fiction are made in order to highlight the purpose

Introduction

- effective use of language conventions
- ability to entice the reader
- ability to effectively introduce the elements of fiction

Paragraph Analysis

- effective use of language conventions
- effective organization
- knowledge of the craft of writing in various forms for various audiences

Accommodations

The teacher will:

- provide students with a graphic organizer

Appendices

Appendix 3.1.1 – Short Story Organizer
Appendix 3.1.2 – Seminar Presentation (Short Story Introduction)
Appendix 3.1.3 – Writing a Short Story, Humorous Article, or Anecdote (Process)
Appendix 3.1.4 – Writing a Short Story, Humorous Article, or Anecdote (Product) Rubric
Appendix 3.1.5 – The Writer's Diary Rubric
Appendix 3.2.1 – Seminar Presentation (One-Act Play)
Appendix 3.2.2 – One-Act Play (Product) Rubric
Appendix 3.3.1 – Children's Story (Product) Rubric

Appendix 3.1.1

Short Story Organizer

Name(s) of Student(s): _____

Purpose: _____

(Thematic Statement)

Audience: _____ Setting: _____

Atmosphere: _____

Characters:

Main Character	Physical and Personality Traits	Goal/ Force of Change and Epiphany
Minor Character(s)	**Physical and Personality Traits**	**Goal/Character Motivation**

Plot and Conflict:

1. Initial Incident: _____
2. Main Conflict: _____
3. Rising Action: _____
   _____
   _____
4. Climax: _____
5. Falling Action: _____
6. Conclusion: _____

Literary/Rhetorical Devices

(Indicate any literary devices such as symbolism, imagery, etc., on the reverse of this sheet.)

Appendix 3.1.2

Seminar Presentation (Short Story Introduction) Marking Scheme

Student Name: _____ Mark: _____ / 50

1. **Content** / 20
   - Thorough and effective analysis of short story introductions
   - Insightful commentary regarding the elements of fiction, including:
     - character (personality, goals, etc.)
     - setting and atmosphere
     - the initial incident
     - the main conflict
     - the author's techniques to entice the reader
     - the primary purpose
2. **Organization** / 5
   - Structured presentation of information with a clear beginning, middle, and end
3. **Teaching Method** / 5
   - Ability to engage the audience and encourage participation through the use of effective questions
4. **Oral Skills** / 10
   - Volume
   - Pronunciation/Enunciation
   - Audience Contact
   - Enthusiasm and expression
   - Poise and posture
5. **Group Participation** / 10
   - Effective interaction with group members in preparation for the seminar as evident in:
     - individual preparation for discussion
     - willingness to contribute ideas
     - feedback to group members
     - respect and consideration of individuals

Appendix 3.1.3 – Writing a Short Story, Humorous Article, or Anecdote Rating Scale

Student Name: _____

Writing Stage	Poor	Fair	Good	Very Good	Excellent

Pre-Writing/Brainstorming
• Purpose is clearly stated in the form of a thematic statement.
• Audience is clearly indicated.
• Story map/plot map demonstrates that choices regarding the following story elements have been made in order to achieve the ultimate purpose:
  • Character
  • Setting
  • Atmosphere
  • inciting incident
  • conflict
  • resolution of conflict/climax
  • literary techniques, e.g., irony, symbolism, etc.					

Drafting and Writing
• Careful consideration of the traits of writing:
  • ideas and content
  • organization
  • voice
  • word choice
  • sentence fluency
  • conventions
• Attention to the development of the elements of fiction is evident.
• Attempt to show and not tell is evident.					

Peer Editing As part of the peer-editing process: • The student has made use of editing symbols for the mechanics of writing • The student has made insightful commentary regarding the traits of writing					

Revising and Proofreading
• The student has made a conscious attempt to improve the product through the use of:
  • sentence combining
  • sentence reordering
• Student has taken into consideration the comments of the peer editor with regard to the traits of writing.					

Publishing • Effective use of desktop publishing to produce a polished manuscript and a title page is evident.					

Appendix 3.1.4

Writing a Short Story, Humorous Article, or Anecdote (Product) Rubric

Student Name: _____

Category/ Criteria	Level 1 (50-59%)	Level 2 (60-69%)	Level 3 (70-79%)	Level 4 (80-100%)
Knowledge/ Understanding				
Demonstrates understanding of the elements of a story	- demonstrates limited understanding of the elements of a story	- demonstrates some understanding of the elements of a story	- demonstrates considerable understanding of the elements of a story	- demonstrates superior understanding of the elements of a story
Demonstrates understanding of the uses and effect of rhetorical elements	- demonstrates limited understanding of the uses and effect of rhetorical elements	- demonstrates some understanding of the uses and effect of rhetorical elements	- demonstrates considerable understanding of the uses and effect of rhetorical elements	- demonstrates superior understanding of the uses and effect of rhetorical elements
Thinking/ Inquiry				
Demonstrates ability to select appropriate technologies	- demonstrates limited ability to select appropriate techniques, vocabulary, voice and style	- demonstrates some ability to select appropriate techniques, vocabulary, voice and style	- demonstrates considerable ability to select appropriate techniques, vocabulary, voice and style	- demonstrates superior ability to select appropriate techniques, vocabulary, voice and style
Demonstrates ability to effectively communicate ideas and experiences	- use them effectively to communicate ideas and experiences	- use them effectively to communicate ideas and experiences	- use them effectively to communicate ideas and experiences	- use them effectively to communicate ideas and experiences
Supplies critical and creative thinking skills	- applies critical and creative thinking skills with limited effectiveness	- applies critical and creative thinking skills with some effectiveness	- applies critical and creative thinking skills with considerable effectiveness	- applies critical and creative thinking skills with thorough effectiveness

Appendix 3.1.4 (Continued)

Category/ Criteria	Level 1 (50-59%)	Level 2 (60-69%)	Level 3 (70-79%)	Level 4 (80-100%)
Communication				
Communicates clearly	- communicates information and ideas with limited clarity	- communicates information and ideas with some clarity	- communicates information and ideas with considerable clarity	- communicates information and ideas with superior clarity
Communicates with a sense of audience	- communicates with limited sense of audience and purpose	- communicates with some sense of audience and purpose	- communicates with considerable sense of audience and purpose	- communicates with superior sense of audience and purpose
Demonstrates command of story form	- demonstrates limited command of the story form	- demonstrates some command of the story form	- demonstrates considerable command of the story form	- demonstrates superior command of the story form
Application				
Demonstrates application of story conventions	- demonstrates limited application of story conventions	- demonstrates some application of story conventions	- demonstrates considerable application of story conventions	- demonstrates superior application of story conventions
Uses language conventions accurately	- uses language conventions with limited accuracy and effectiveness	- uses language conventions with some accuracy and effectiveness	- uses language conventions with considerable accuracy and effectiveness	- uses language conventions with superior accuracy and effectiveness
Uses technology appropriately	- uses technology with limited appropriateness and effectiveness	- uses technology with some appropriateness and effectiveness	- uses technology with considerable appropriateness and effectiveness	- uses technology with superior appropriateness and effectiveness

Note: A student whose achievement is below Level 1 (50%) has not met the expectations for this assignment or activity.

Appendix 3.1.5

The Writer's Diary Rubric

Student Name: _____

Category	Level 1 (50-59%)	Level 2 (60-69%)	Level 3 (70-79%)	Level 4 (80-100%)
Knowledge/ Understanding				
Demonstrates knowledge of the craft of writing	- demonstrates limited knowledge of forms, conventions, terminology, and strategies used in the craft of writing	- demonstrates some knowledge of forms, conventions, terminology, and strategies used in the craft of writing	- demonstrates considerable knowledge of forms, conventions, terminology, and strategies used in the craft of writing	- demonstrates superior knowledge of forms, conventions, terminology, and strategies used in the craft of writing
Demonstrates understanding of information	- demonstrates limited understanding of information, ideas, concepts, and themes	- demonstrates some understanding of information, ideas, concepts, and themes	- demonstrates considerable understanding of information, ideas, concepts, and themes	- demonstrates superior understanding of information, ideas, concepts, and themes
Critical Thinking/ Inquiry				
Analyses, interprets, assesses, and reflects upon information	- analyses, interprets, assesses, and reflects upon information with limited effectiveness	- analyses, interprets, assesses, and reflects upon information with some effectiveness	- analyses, interprets, assesses, and reflects upon information with considerable effectiveness	- analyses, interprets, assesses, and reflects upon information with superior effectiveness
Communication				
Communicates information and ideas	- communicates information and ideas with limited clarity	- communicates information and ideas with some clarity	- communicates information and ideas with considerable clarity	- communicates information and ideas with thorough clarity
Communicates with sense of audience	- communicates with limited sense of audience and purpose	- communicates with some sense of audience and purpose	- communicates with considerable sense of audience and purpose	- communicates with superior sense of audience and purpose

Appendix 3.1.5 (Continued)

Category	Level 1 (50-59%)	Level 2 (60-69%)	Level 3 (70-79%)	Level 4 (80-100%)
Application				
Uses the required language conventions accurately	- uses the required language conventions with limited accuracy and effectiveness	- uses the required language conventions with some accuracy and effectiveness	- uses the required language conventions with considerable accuracy and effectiveness	- uses the required language conventions with thorough accuracy and effectiveness
Uses reading strategies competently	- uses reading strategies with limited competence	- uses reading strategies with some competence	- uses reading strategies with considerable competence	- uses reading strategies with thorough competence
Makes literature connections	- makes connections between literature and other subjects, the world outside the school, and personal experience with limited effectiveness	- makes connections between literature and other subjects, the world outside the school, and personal experience with some effectiveness	- makes connections between literature and other subjects, the world outside the school, and personal experience with considerable effectiveness	- makes connections between literature and other subjects, the world outside the school, and personal experience with superior effectiveness

Note: A student whose achievement is below Level 1 (50%) has not met the expectations for this assignment or activity

Appendix 3.2.1

Seminar Presentation (One-Act Play) Marking Scheme

Student Name: _____ Mark: _____ / 50

1. **Content** / 20
   - Thorough and effective analysis of a one-act play
   - Insightful commentary regarding the elements of drama, including:
     - character (personality, goals, etc.)
     - setting and atmosphere
     - the initial incident
     - the main conflict
     - the author's techniques to entice the reader
     - the primary purpose
     - the role of stage directions
     - the use of dialogue
2. **Organization** / 5
   - Structured presentation of information with a clear beginning, middle, and end
3. **Teaching Method** / 5
   - Ability to engage the audience and encourage participation through the use of effective questions
4. **Oral Skills** / 10
   - Volume
   - Pronunciation/Enunciation
   - Audience Contact
   - Enthusiasm and expression
   - Poise and posture
5. **Group Participation** / 10
   - Effective interaction with group members in preparation for the seminar as evident in:
     - individual preparation for discussion
     - willingness to contribute ideas
     - feedback to group members
     - respect and consideration of individuals

Appendix 3.2.2

One-Act Play (Product)

Student Name: _____

Category	Level 1 (50-59%)	Level 2 (60-69%)	Level (70-79%)	Level 4 (80-100%)
Knowledge/ Understanding Demonstrates understanding of the elements of a play	- demonstrates limited understanding of the elements of a play	- demonstrates some understanding of the elements of a play	- demonstrates considerable understanding of the elements of a play	- demonstrates thorough understanding of the elements of a play
Demonstrates understanding of the uses and effect of stylistic elements	- demonstrates limited understanding of the uses and effect of stylistic elements	- demonstrates some understanding of the uses and effect of stylistic elements	- demonstrates considerable understanding of the uses and effect of stylistic elements	- demonstrates thorough understanding of the uses and effect of stylistic elements
Thinking/ Inquiry Demonstrates ability to select and use techniques to communicate effectively	- demonstrates limited ability to select appropriate techniques, vocabulary, voice, and style, and to use them effectively to communicate ideas and experiences	- demonstrates some ability to select appropriate techniques, vocabulary, voice, and style, and to use them effectively to communicate ideas and experiences	- demonstrates considerable ability to select appropriate techniques, vocabulary, voice, and style, and to use them effectively to communicate ideas and experiences	- demonstrates thorough ability to select appropriate techniques, vocabulary, voice, and style, and to use them effectively to communicate ideas and experiences
Applies critical and creative thinking skills	- applies critical and creative thinking skills with limited effectiveness	- applies critical and creative thinking skills with some effectiveness	- applies critical and creative thinking skills with considerable effectiveness	- applies critical and creative thinking skills with thorough effectiveness

Appendix 3.2.2 (Continued)

Category	Level 1 (50-59%)	Level 2 (60-69%)	Level (70-79%)	Level 4 (80-100%)
Communication				
Communicates information and ideas	- communicates information and ideas with limited clarity	- communicates information and ideas with some clarity	- communicates information and ideas with considerable clarity	- communicates information and ideas with thorough clarity
Communicates with sense of audience	- communicates with limited sense of audience and purpose	- communicates with some sense of audience and purpose	- communicates with considerable sense of audience and purpose	- communicates with thorough sense of audience and purpose
Demonstrates command of play structure	- demonstrates limited command of play structure	- demonstrates some command of play structure	- demonstrates considerable command of play structure	- demonstrates thorough command of play structure
Application				
Demonstrates application of dramatic conventions	- demonstrates limited application of dramatic conventions	- demonstrates some application of dramatic conventions	- demonstrates considerable application of dramatic conventions	- demonstrates thorough application of dramatic conventions
Uses language conventions	- uses language conventions with limited accuracy and effectiveness	- uses language conventions with some accuracy and effectiveness	- uses language conventions with considerable accuracy and effectiveness	- uses language conventions with thorough accuracy and effectiveness
Uses technology effectively	- uses technology with limited appropriateness and effectiveness	- uses technology with some appropriateness and effectiveness	- uses technology with considerable appropriateness and effectiveness	- uses technology with thorough appropriateness and effectiveness

Note: A student whose achievement is below Level 1 (50%) has not met the expectations for this assignment or activity

Appendix 3.3.1

Children's Story (Product) Rubric

Student Name: _____

Category	Level 1 (50-59%)	Level 2 (60-69%)	Level 3 (70-79%)	Level 4 (80-100%)
Knowledge/ Understanding				
Demonstrates understanding of story elements	- demonstrates limited understanding of the elements of a children's story	- demonstrates some understanding of the elements of a children's story	- demonstrates considerable understanding of the elements of a children's story	- demonstrates thorough understanding of the elements of a children's story
Demonstrates understanding of the importance of diction and rhythm	- demonstrates limited understanding of the importance of diction and rhythm	- demonstrates some understanding of the importance of diction and rhythm	- demonstrates considerable understanding of the importance of diction and rhythm	- demonstrates thorough understanding of the importance of diction and rhythm
Thinking/ Inquiry				
Demonstrates ability to select appropriate techniques	- demonstrates limited ability to select appropriate techniques, vocabulary, voice and style and to use them effectively to communicate ideas and experiences	- demonstrates some ability to select appropriate techniques, vocabulary, voice and style and to use them effectively to communicate ideas and experiences	- demonstrates considerable ability to select appropriate techniques, vocabulary, voice and style and to use them effectively to communicate ideas and experiences	- demonstrates thorough ability to select appropriate techniques, vocabulary, voice and style and to use them effectively to communicate ideas and experiences
Applies critical and creative thinking skills effectively	- applies critical and creative thinking skills with limited effectiveness	- applies critical and creative thinking skills with some effectiveness	- applies critical and creative thinking skills with considerable effectiveness	- applies critical and creative thinking skills with thorough effectiveness

Appendix 3.3.1 (Continued)

Category	Level 1 (50-59%)	Level 2 (60-69%)	Level 3 (70-79%)	Level 4 (80-100%)
Communication				
Communicates information and ideas	- communicates information and ideas with limited clarity	- communicates information and ideas with some clarity	- communicates information and ideas with considerable clarity	- communicates information and ideas with thorough clarity
Communicates with sense of audience	- communicates with limited sense of audience and purpose	- communicates with some sense of audience and purpose	- communicates with considerable sense of audience and purpose	- communicates with thorough sense of audience and purpose
Demonstrates command of the story form	- demonstrates limited command of the story form	- demonstrates some command of the story form	- demonstrates considerable command of the story form	- demonstrates thorough command of the story form
Application				
Demonstrates application of story conventions	- demonstrates limited application of story conventions	- demonstrates some application of story conventions	- demonstrates considerable application of story conventions	- demonstrates thorough application of story conventions
Uses language conventions accurately	- uses language conventions with limited accuracy and effectiveness	- uses language conventions with some accuracy and effectiveness	- uses language conventions with considerable accuracy and effectiveness	- uses language conventions with thorough accuracy and effectiveness
Uses technology effectively	- uses technology with limited appropriateness and effectiveness	- uses technology with some appropriateness and effectiveness	- uses technology with considerable appropriateness and effectiveness	- uses technology with thorough appropriateness and effectiveness

Note: A student whose achievement is below Level 1 (50%) has not met the expectations for this assignment or activity.